

THE NLSY97

Designed to be representative of U.S. residents in 1997 who were born during the years 1980 through 1984, the National Longitudinal Survey of Youth 1997 (NLSY97) documents the transition from school to work experienced by today's youths. The majority of the oldest cohort members (age 16 as of December 31, 1996) were still in school during the first survey round and the youngest respondents (age 12) had not yet entered the labor market. The original sample includes 8,984 youths.

Through the NLSY97, researchers will be able to identify characteristics defining the transition that today's youths make from school to the labor market and into adulthood. To accomplish this goal, the NLSY97 collects extensive information on respondents' labor market behavior and educational experiences. The survey also includes data on the youths' family and community backgrounds. This information will help researchers assess the impact of schooling and other environmental factors on these newest labor market entrants. Data from the NLSY97 also will aid in determining how youths' experiences relate to establishing careers, participating in government programs, and forming families. Finally, information from the NLSY97 will allow researchers to compare the progress of this cohort with that of other NLS cohorts.

Chapter organization

This chapter first discusses the sample for the NLSY97 cohort. Next, some of the mechanics of the interviews are described. The chapter then provides details about the various instruments that were used in the round 1 (1997) survey—the screener, household roster, and nonresident roster questionnaire; the youth questionnaire; the parent questionnaire; the school survey; and the computer adaptive form of the *Armed Services Vocational Aptitude Battery* (CAT-ASVAB)—and about the instruments used in subsequent rounds. The final section describes the major data elements of the NLSY97.

The NLSY97 samples

During the initial NLSY97 interview period, interviewers visited randomly selected households to identify all youths eligible for the NLSY97. All household residents ages 12 to 16 as of December 31, 1996, were considered eligible; the sample

included those who usually resided in a household in the sample area but were away at school or college, as well as those in a hospital, correctional facility, or other type of institution. If an eligible youth lived in the household, the interviewer also asked one of the youth's parents to participate.

To draw the sample of 8,984 respondents, interviewers screened 75,291 households in 147 nonoverlapping primary sampling units. Two samples were drawn—a cross-sectional sample representative of the U.S. population born between 1980 and 1984 and a supplemental sample of black or Hispanic youths in that age range. This oversample allows for analysis across race or ethnicity. Individual sample weights created by the National Opinion Research Center (NORC) at the University of Chicago permit comparisons between the full NLSY97 sample, which includes both the cross-sectional sample and the oversample, and the national population in the same age range. Table 2.1 profiles the NLSY97 sample during rounds 1 through 5 by sex, race and ethnicity, and cross-sectional or supplemental sample assignment; data from round 6 are not yet available.

Multiple-respondent households

In the NLSY97 cohort, 8,984 respondents originated from 6,819 unique households. Because the sample design selected all household residents in the appropriate age range, 1,862 households included more than one NLSY97 respondent. Table 2.2 lists the numbers of youths living in multiple-respondent households during the initial survey round. Sibling was the most common relationship between multiple respondents living in the same household during the initial round. Table 2.3 provides the subset of respondents living with at least one sibling. The NLSY97 does not contain nationally representative samples of siblings of all ages and living arrangements; users should exercise caution when generalizing from the findings of NLSY97 sibling studies. No spouse pairs were present in the data during round 1.

The NLSY97 interviews

The NLSY97 uses a computer-assisted personal interviewing (CAPI) system, which automatically guides respondents down certain question paths and loops depending on responses and the youth's age. A set of checks within the CAPI system lowers the probability of inconsistent data,

Table 2.1. NLSY97 sample sizes by sex, race and ethnicity, and subsample

Sample	Round 1		Round 2		Round 3		Round 4		Round 5	
	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females
Total Sample	4,599	4,385	4,283	4,103	4,170	4,039	4,117	3,964	3,989	3,894
Cross-sectional sample	3,459	3,289	3,213	3,066	3,144	3,029	3,098	2,957	3,012	2,097
Nonblack, non-Hispanic	2,413	2,252	2,238	2,095	2,193	2,076	2,153	2,027	2,110	1,991
Black, non-Hispanic	537	544	504	517	490	503	485	489	455	478
Hispanic	469	452	433	417	422	412	423	402	411	401
Mixed	40	41	38	37	39	38	37	39	36	37
Supplemental sample	1,140	1,096	1,070	1,037	1,026	1,010	1,019	1,007	977	987
Black, non-Hispanic	632	622	599	584	572	568	580	570	541	558
Hispanic	508	472	471	451	454	441	439	435	436	427
Mixed	—	2	—	2	—	1	—	2	—	2

NOTE: This table was created using the following variables: KEY!RACE_ETHNICITY (R14826.), KEY!SEX (R05363.),

CV_SAMPLE_TYPE (R12358.), and RNI (R25102., R38277., etc.).

Table 2.2. Round 1 distribution of NLSY97 respondents by household type

Household type	Respondents	Households
1 respondent	4,957	4,957
Total multiple respondents	4,027	1,862
2 respondents	3,192	1,596
3 respondents	705	235
4 respondents	100	25
5 respondents	30	6
Total	8,984	6,819

both during an interview and over time, relative to the results of paper-and-pencil interviews. For example, if a respondent who reports being enrolled in the 10th grade states that he or she has already completed the 12th grade, the program prompts the interviewer to ask the respondent either to correct the information or to give a verbal explanation. Respondents can choose either an English or a Spanish version of the CAPI interview.

Use of the CAPI system also allowed for a “screen and go” method of screening the households in 1997. If the screener identified an eligible youth in the household, the program automatically transferred selected data (for example, basic demographic information or a roster of household members) into the parent and youth questionnaires for verification and use during the interview. As a result, the interviewer could administer the parent or the youth portion of the NLSY97 immediately.

The NLSY97 uses an audio computer-assisted self-interview (ACASI) to obtain potentially sensitive information

Table 2.3. Round 1 distribution of NLSY97 sibling groups

Sibling groups	Respondents
No siblings in survey	5,129
Total multiple siblings	3,855
2 siblings	3,134
3 siblings	627
4 siblings	84
5 siblings	10
Total	8,984

NOTE: In this table, siblings include biological, adoptive, half, and step relationships.

from the youth and, in round 1, the youth’s parent. A replacement for paper self-administered questionnaires, the audio version should improve response quality by reducing data entry errors, permitting more complex questionnaire design, and minimizing errors due to respondent literacy problems. The respondents can choose to read the questionnaire from the computer screen or, if they prefer, use headphones to listen to the questions as they appear on the screen. The ACASI is conducted in the language (English or Spanish) selected by the respondent at the beginning of the survey.

The NLSY97 is an annual survey; however, there was a longer gap between rounds 1 and 2, with most respondents surveyed about 18 months after their first interview. Table 2.4 provides information about fielding periods and retention rates for each survey. Table 2.5 lists the mode of interview (in person or by telephone) and completion rates for each survey year.

Table 2.4. NLSY97 sample sizes, retention rates, and fielding periods

Round	Fielding period	Cross-sectional sample		Supplemental sample		Total sample	
		Total	Retention rate	Total	Retention rate	Total	Retention rate
1	February–October 1997 and March–May 1998	6,748	—	2,236	—	8,984	—
2	October 1998–April 1999	6,279	93.0	2,107	94.2	8,386	93.3
3	October 1999–April 2000	6,173	91.5	2,036	91.1	8,209	91.4
4	November 2000–May 2001	6,055	89.7	2,026	90.6	8,081	89.9
5	November 2001–May 2002	5,919	87.7	1,964	87.8	7,883	87.7
6	November 2002–May 2003 ¹	2__	2__	2__	2__	2__	2__

NOTE: Retention rate is defined as the percentage of base-year respondents who were interviewed in a given survey year; deceased respondents are included in the calculations.

¹This is the planned fielding period.

²The sample sizes for round 6 are not yet available at the printing of this *Handbook*.

Table 2.5. NLSY97 interview schedule

Year	Personal		Telephone		Not available		Interviewed	Not interviewed	
1997	8,700	96.8%	284	3.2%	0	—	8,984	—	—
1998	7,924	94.5	460	5.5	2	¹	8,386	598	6.7%
1999	7,552	92.0	656	8.0	1	¹	8,209	775	8.6
2000	7,372	91.2	707	8.7	2	¹	8,081	903	10.1

NOTE: Telephone was also the mode of interview for 223 of the parent interviews conducted in round 1.

¹Less than 0.05%

Sampling weights

After round 1, initial sampling weights for the entire sample were constructed to adjust for differential nonresponse and for the black and Hispanic oversamples. These weights provide researchers with an estimate of the number of individuals in the United States represented by each respondent's answers. NORC calculates the weights after each survey round to account for noninterviews in that round. For example, the weights for rounds 1 through 3 were all recalculated and released with the round 4 data. Sampling weights for each round can be found in the NLSY97 data set. Researchers should be aware that the weights are being recalculated in order to improve the efficiency of sample estimates. The previously released weights are correct, but the new weights will result in smaller standard errors for sample estimates. For more information, see O'Muircheartaigh and Pedlow (2000) or contact NLS User Services by e-mail at usersvc@postoffice.chrr.ohio-state.edu.

Survey instruments and special data collections

This section describes the various NLSY97 instruments, as well as two special data collections conducted in conjunction with the surveys. First, the youth questionnaire and household income update are discussed; these are the only instruments involved in the surveys following round 1. In addition to the youth questionnaire, the initial NLSY97 round used the screener, household roster, and nonresident roster questionnaire and the parent questionnaire. Finally, two special data collections, the school survey and the administration of the *CAT-ASVAB*, both took place during round 1; the school survey was repeated in round 3. The collection of high school transcript data began in round 3 and will be continued in future rounds. Users may contact BLS for availability information at NLS_Info@bls.gov.

Youth questionnaire. This questionnaire focuses in great detail on the schooling and employment activities of the re-

spondent; it also collects extensive data on the youth's financial characteristics, family background, interaction with a nonresident parent(s), social behavior, and health status. In round 1, many topics in the youth questionnaire solicited past and current information. In rounds 2 and beyond, the questionnaires repeat some items asked in previous rounds and also include some additional questions. The major data elements section of this chapter describes the contents of this instrument.

Household income update. If a youth respondent lives with a parent or guardian, this self-administered paper update is completed by the parent figure in rounds 1 through 5. (See the income section of this chapter for more details.) This instrument collects income information about the parent and the parent's spouse or partner. The parent who signs the youth's interview consent form completes the household income update; if the youth is not living with a parent or guardian, no update form is administered.

Screener, household roster, and nonresident roster questionnaire. In round 1, an initial 3-minute screener collected the name and birth date or age of each household resident. If a household contained an NLSY97-eligible youth (ages 12 to 16 as of December 31, 1996), interviewers then administered an extensive two-part roster. The household roster section collected information on all members of the respondent's household, and the nonresident roster portion gathered data on those members of the respondent's immediate family (for example, parents, siblings, spouse, or children) who lived elsewhere. For each household resident or nonresident relative, these rosters collected demographic information, marital status, educational attainment, and employment status. The major data elements section of this chapter details the contents of this questionnaire. Users should keep in mind that screening interviews were conducted only in round 1. However, the youth survey updates some of this information in later rounds, as described in the major data elements section.

Parent questionnaire. Also conducted only in round 1, this interview asked one parent of each youth to participate. Potential responding parents, selected during the screener portion of the interview, were limited to those who resided in the same household as the youth. Figure 2.1 presents the preordered list used to choose the preferred responding parent. For example, the biological mother was chosen before the biological father, and so forth. If the youth did not live with a parent-type figure or lived with a guardian or parent not listed (for example, a foster parent with whom the youth had lived for less than 2 years), then no parent questionnaire was administered. Note that, due to nonresponse, not all youths with an eligible parent will have a completed parent

interview.

The resident parent or guardian provided extensive personal background information, including marital and employment histories. The responding parent also answered questions about the family in general, as well as aspects of his or her NLSY97-eligible children's lives. Although parent interviews were conducted only in round 1, a few questions in the youth questionnaire update some basic information in subsequent rounds. The major data elements section of this chapter describes the data collected in the parent questionnaire, as well as parent information updated in the youth questionnaires.

Interviews are available for 6,124 parents; 7,942 youth respondents have information available from a parent interview. Table 2.6 shows the number of youths by age who had a parent participate in the round 1 survey.

School surveys. In the fall of 1996, all public and private schools that had a 12th grade and that were located in one of the NLSY97 primary sampling units received school survey questionnaires. Researchers should note that the round 1

Figure 2.1. Resident parental hierarchy

1	Biological mother
2	Biological father
3	Adoptive mother
4	Adoptive father
5	Stepmother
6	Stepfather
7	Guardian, relative
8	Foster parent, youth lived with for 2 or more years
9	Other nonrelative, youth lived with for 2 or more years
10	Mother-figure, relative
11	Father-figure, relative
12	Mother-figure, nonrelative, youth lived with for 2 or more years
13	Father-figure, nonrelative, youth lived with for 2 or more years

Table 2.6. NLSY97 youths and youths with parent interview by age

Age (birth year)	Total number of youths	Youths with parent interview
12 (1984)	1,771	1,583
13 (1983)	1,807	1,615
14 (1982)	1,841	1,595
15 (1981)	1,874	1,668
16 (1980)	1,691	1,481
Total	8,984	7,942

school survey was a “school census,” or a census of schools in the sampling areas, rather than a survey of only those schools attended by respondents. This mail survey asked school administrators to provide detailed data on the characteristics of the school. Nearly 7,500 schools received questionnaires; the response rate for this survey was 72 percent.

School characteristics include the type of school (for example, public, private), the grades offered by the school, the length of the school day, and the facilities available at the school (for example, a health clinic, computer center, cafeteria). The survey obtained data on staff characteristics such as the number of full-time and part-time teachers, the sex and racial and ethnic composition of the teachers, and the proportion of teachers with more than a bachelor’s degree.

School administrators also provided information on the characteristics of the student body. Questions in this section include the average daily attendance rate, total enrollment, and sex and racial and ethnic composition of the students. The survey asked about programs available to students—such as gifted and talented enrichment, dropout prevention, job placement, and summer school—and about the number of reported incidents of gang activity, vandalism, weapons possession, and alcohol or drug use.

Data on the 1996 graduating class include the percentage who took national college entrance exams (for example, the SAT and *American College Test* [ACT]), the average scores on these tests, and the percentage of graduates who enrolled in postsecondary education or entered the Armed Forces. Finally, the survey asked whether students must pass a standardized test to graduate and the total number of credits needed to graduate.

The 2000 school survey included all the schools in the original 1996 sample, plus vocational high schools in those original primary sampling units (vocational schools were not included in the 1996 survey), plus high schools that NLSY97 respondents had attended after moving to a residence outside of the primary sampling unit in which they had lived at the time the NLSY97 sample was selected. The 2000 school survey began with questions about the school and its overall offerings: grade levels, school type, tuition, program offerings, computer and other facilities, and sources of Federal funding. Faculty-related questions asked about the number of teachers with different education and experience levels, any staff development requirements, basic demographics, and the salary schedule. Questions about the student body captured basic demographics, special education and Limited English Proficiency (LEP) enrollments, and remedial and accelerated program offerings, as well as percentages of students involved in such activities as athletics, truancy, and illegal activities. The survey also asked about the academic requirements of the high school’s curriculum and academic outcomes of its graduates.

The career preparation section began with items about

how schools help students prepare for careers, how schools support teachers in professional development, and how enrollments have changed in various career preparation programs since the 1994–95 school year. A battery of questions asked about the existence of, enrollment in, duration of, and targeting of several different career preparation programs. More than 9,600 schools received questionnaires; the response rate for the 2000 school survey was 71 percent.

School survey data are not available in the main file or geocode data sets. Access to these data is restricted because of confidentiality concerns. For more information about how to request access to the school survey data, interested researchers should see the Web page at <http://www.bls.gov/bls/blsresda.htm>.

The CAT-ASVAB. Over the summer and fall of 1997 and the winter of 1998, NLSY97 respondents took the computer adaptive version of the *Armed Services Vocational Aptitude Battery* (CAT-ASVAB), as well as the *Interest-Finder*. The CAT-ASVAB comprises 12 separate tests, listed in figure 2.2. A formula based on the first four tests is used to calculate

Figure 2.2. Contents of the CAT-ASVAB

1	Arithmetic reasoning
2	Mathematical knowledge
3	Word knowledge
4	Paragraph comprehension
5	Assembling objects (a spatial test)
6	General science
7	Coding speed
8	Automobile information
9	Shop information
10	Numerical operations
11	Mechanical comprehension
12	Electronics comprehension

Figure 2.3. Data elements in the NLSY97

1	Employment
2	Schooling
3	Training
4	Income, assets, and program participation
5	Family formation
6	Family background
7	Expectations
8	Attitudes, behaviors, and time use
9	Health
10	Environmental variables
11	Event history variables

the Armed Forces Qualification Test (AFQT) score.

The *Interest-Finder*, an interest inventory designed to measure occupational preferences, includes six subscales. This 240-item test surveys the respondent on his or her interest in various activities or occupations.

The U.S. Department of Defense, which funded the administration of the *CAT-ASVAB* and *Interest-Finder* for NLSY97 respondents, administered the tests to two additional samples of youths. The first group consisted of a nationally representative sample of students who were expected to be in the 10th through 12th grades in the fall of 1997. This sample included many of the youths who participated in the NLSY97. The second group was a nationally representative sample of youths 18 to 23 years old as of June 1, 1997. The Department of Defense is interested in using data for this older group to establish national norms for the *ASVAB* score distribution of youths who are potential military recruits.

Selected *ASVAB* data are available in the current NLSY97 data set, with additional variables to be released in the future.

Major data elements

This section briefly describes the major data elements for the NLSY97. The youth questionnaire; the parent questionnaire; and the screener, household roster, and nonresident roster questionnaire collected data for this cohort during the 1997 survey round. Only the youth questionnaire and household income update are administered in subsequent rounds. The following listing is not comprehensive and data elements are not necessarily present for all respondents in an age bracket. Prospective users should examine the detailed variable table at the end of this chapter, which presents a more comprehensive look at the types of variables available on the NLSY97 main data files. To find out whether the specific variables of interest are available for the age(s) and respondent universe(s) of interest, users should consult the *NLSY97 User's Guide* (available at <http://www.bls.gov/nls>), acquire copies of the NLSY97 data-collection instruments, and browse the documentation files contained in the NLSY97 data set.

Data elements for the NLSY97 are discussed in the order presented in figure 2.3. Unless otherwise noted, the following data elements come from the youth questionnaire. The age restrictions mentioned in the text usually refer to the respondent's age as of December 31, 1996; however, the employment and training sections refer to the age of the respondent on the interview date or when the job ended. Exceptions are noted as appropriate.

1. Employment

Designed to capture each youth's earliest experiences in the labor market, the NLSY97 includes three different categories

of labor market activity: Employee jobs (those in which the respondent had an ongoing association with a particular employer) held since the age of 14, freelance or self-employment jobs, and gaps between jobs. A freelance job is defined as any job for which the respondent performs tasks for a number of people but does not have a specific boss, such as babysitting or mowing lawns. In rounds 1 and 4, respondents also reported their work experience in the week before the survey.

Employee jobs. The set of questions on employee jobs asks respondents age 14 and older at the time of the survey (all respondents beginning in round 3) about jobs held since their 14th birthday. The youth reports information about the job at the time he or she started working, such as the usual number of hours worked per week; the regular rate of pay (amount per month, per week, per day, or per hour); and the amount of nonwage, nonsalary pay (overtime, tips, incentive pay, and so forth). The youth also provides a description of the industry and occupation of the job. These items are coded according to the U.S. Census Bureau's 1990 three-digit industry and occupation codes. The survey solicits the same information as of the stop date or interview date for all employee jobs lasting more than 13 weeks to capture changes that occurred during the youth's tenure.

All respondents who report a gap of a week or more at an employee job (other than paid vacations or sick leave) answer a followup question about the reason (for example, on strike, on unpaid vacation) for that gap. Respondents also state the number of weeks spent looking for work or on layoff during that gap. Any youth classified as not looking for work provides the reason (for instance, did not want to work or was on vacation).

Respondents who report a job that ended after the date of their 16th birthday (or those who are currently 16 or older and report an ongoing job) answer an additional series of questions. This information includes the class of worker (government, private, nonprofit, unpaid worker in a business owned by a family member, Armed Forces), the type of benefits offered (medical, dental, unpaid maternity leave, and so on), and the number of paid vacation or sick days per year to which the respondent is entitled at the time of the survey or the job's end date. Other questions in this section ask about the respondent's regular work shift; collective-bargaining status; the sex, race, and age of the respondent's immediate supervisor; the number of employees working at the same location as the respondent; and the number of employees at all locations. The survey also collects data on the respondent's general satisfaction with the job and the reason for leaving a past job.

In round 4, several questions were added to more effectively identify self-employment jobs for this and future rounds. Respondents age 18 or older who had preexisting

freelance jobs that met the definition of self-employment (they held the job when age 16 or older and earned \$200 or more per week) were routed into the regular employer section. They were then questioned about the industry and occupation of this job and the number of people who work for them. If respondents reported that the job had ended, they stated the reason (for example, end of seasonal-type work or return to school). Prior to round 4, all self-employment questions were included with freelance jobs.

One special type of employee job included in the NLSY97 is military service. Youths in the service report their branch of the military, pay grade, military occupation, and specific military level (regular forces, reserves, or the National Guard), as well as whether they left their term of service early. A separate variable to identify military jobs is available in the YEMP roster.

Freelance jobs. In rounds 1 through 3, respondents age 14 and older at the time of the survey (all respondents beginning in round 3) were questioned on the freelance jobs they had held since their 14th birthday. This changed in round 4, when only respondents born in 1983–84 answered questions in the freelance jobs section; in round 5, this universe was restricted to respondents born in 1984. For all freelance jobs, the youth states the start and stop dates (month and year). The questions on freelance employment gather information about the usual number of hours the respondent worked per week, the usual weekly earnings, the total number of days worked per week (weekdays/weekend days), and the number of hours per weekday/weekend worked.

The freelance section in rounds 1 through 3 asked additional questions of self-employed respondents, defined as those who are age 16 or older and who usually earn \$200 or more per week in a freelance job. The youth defined his or her industry and occupation and stated the number of people who worked for him or her. Finally, those who reported that the job had ended provided the reason (for example, end of seasonal-type work or return to school). The freelance section continued to ask these questions in rounds 4 and 5 for the youngest respondents. Beginning in round 4, older respondents reported these data as part of the self-employment questions in the regular employment section, as described above.

Employment for youths ages 12 and 13. In rounds 1 and 2, respondents ages 12 and 13 provided information about all jobs held since the age of 12 (without explicitly distinguishing between employee and freelance jobs). The type of information collected for each job was the same as that described above in the freelance section for youths age 14 and older. Because every respondent had reached age 14 by the round 3 field period, they all answered separate questions about employee and freelance jobs.

Work experience in the week before the survey. Using questions from the *Current Population Survey (CPS)*, the round 1 and round 4 surveys asked respondents age 15 and older about their labor force status (for example, working, looking for work, unable to work) in the week before the current interview. Employed respondents detailed the characteristics of their current job(s), such as usual number of hours on the main job, number of hours on all other jobs, number of overtime hours, reason for working part time, and so forth. Youths classified as not working reported job search activities during the previous month. Users should note that the questions were not included in rounds 2, 3, 5 or 6.

Gaps between jobs. Any youth age 14 or older who reports a period during which he or she is not working at an employee job states the number of weeks spent during that time searching for another employee job or, if the youth went through the freelance section, working at a freelance job. Those who do not report search activity during a specific period answer questions about the reason why no search activity was undertaken (for example, did not want to work, had health problems, was on vacation). The survey also collects data on the type of search activity in which the youth participated—for example, contacted an employer directly, contacted an employment agency, or placed an ad.

2. Schooling

The schooling section of the youth questionnaire contains questions on the respondent's educational attainment, experiences, and coursework. The round 1 parent questionnaire also solicited information concerning the youth's past and current schooling experiences.

The schooling section first asks about the respondent's current enrollment status. Youths who report that they are not enrolled provide their reason(s) for leaving school and the date at which this separation occurred. The respondents also state the highest grade level they have attended and the highest grade level they have completed. In addition, the survey asks all youths if they were ever suspended from school. Those who have been suspended state the grade level(s) in which this occurred and the duration of each grade's total suspensions. Any grades that the respondent skipped or repeated also are recorded.

In round 1, all youths in the 12th grade or lower during the fall 1996 school term answered questions about that term, including the number of days the youth was absent, whether the youth had something of value stolen, and whether the youth was involved in a physical fight.

Interviewers administered the *Peabody Individual Achievement Test (PIAT) Math Assessment* to youths enrolled in the 9th or a lower grade during round 1. In rounds 2 through 5, administration of the *PIAT* was restricted to respondents who were 12 years old as of December 31, 1996,

and who were enrolled in the 9th or a lower grade during round 1, providing several scores for respondents born in 1984. (The *PIAT* was given to respondents in round 6 only if they were 12 years old as of December 31, 1996, and were currently in high school at the survey date.) Researchers can potentially combine these test scores with information on math courses the youth took to assess correlations between curriculum and math performance.

High school. If a respondent is currently enrolled in high school, the survey collects information on the expected graduation date. Those who left high school since the last interview state whether they received a regular high school diploma or a GED and the overall marks they received during high school.

Youths who have attended the 9th or a higher grade provide information about the overall marks they received in 8th grade and about their course of study in high school (for example, college preparatory, vocational). The respondents then list the types of math, science, and other courses taken from 7th grade through high school; information about whether each course was an honors course also is recorded.

Standardized achievement test scores were collected for youths in the 9th grade or higher in round 1 and in the 11th grade or higher in rounds 2 through 6. If respondents meeting these eligibility requirements have taken the SAT or ACT, they report the highest score received on each component of the SAT and the highest total ACT score. In round 1, eligible respondents reported whether they had taken an Advanced Placement (AP) test, their grade when the test was taken, the subject of the test, and the highest AP score they had ever received. Rounds 2 through 6 recorded only the subject of any AP tests taken by youths meeting the eligibility requirements.

School-based learning programs. The survey instrument contains questions on school-based learning programs (apprenticeships, cooperative education, internships, mentoring, technical preparatory, and the like). Respondents who participated in school-based learning programs in high school answer questions about the program's characteristics, such as the type of program, time spent at the worksite, whether the respondent was paid, and the rate of pay. Other questions ask whether the youth took any classes at the worksite and whether the employer wrote an evaluation of the youth.

College. The survey contains a number of questions related to college experiences. This section asks youths who report being enrolled in college for the number of years attended at any college (either 2-year or 4-year colleges) and the number of colleges attended. Information collected includes whether the college is publicly supported, the type of degree sought and received, the total credits required to graduate, and the tuition and fees. The youth also reports on sources and amounts of financial aid received while at each college. For each completed college term, the survey gathers data on the number of college credits the respondent took and earned and the respondent's grade-point average, primary and secondary major, and full- or part-time status. Finally, respondents report the name and address of each college; survey staff use this information to provide the Integrated Postsecondary Education Data System (IPEDS) Code of each institution. IPEDS codes are available only in the geocode data; see chapter 8 of this *Handbook* for more details about this restricted-use data set.

Parent questionnaire. The round 1 interview asked the responding parent about the youth's current enrollment status and grade level. The responding parent also provided information about all schools the youth had attended since the 7th grade (including home schooling) and about gaps in enrollment of 1 month or more. The "school finder" aided in obtaining and verifying the name and address of each school.¹

This section also inquired about any academic classes the youth took during a school break in the 9th or a higher grade and the reason for taking the classes. For youths who had been only home schooled since the 7th grade, the parent stated whether the youth had ever taken the SAT, ACT, or AP tests; the year in which the youth took the tests; and the highest score received. Additional educational information collected from the responding parent included whether the child had ever been enrolled in Head Start, whether he or she had ever repeated or skipped a grade, and the age at which the youth had entered 1st grade.

3. Training

Respondents age 16 and older as of the interview date report on their participation in training programs. These questions solicit information about the youth's reasons for participating in each program; the type of certification the youth earned, if any; and the program's length, contents, completion status, and source of funding. If the respondent states that the training was for a specific employer, followup questions ask about the occupation for which the training program prepared the respondent and the reason for enrolling in the training program. Finally, the survey gathers data about services provided, such as job search assistance.

¹ The school finder is a record of the names and addresses of primary and secondary schools located in the United States. This information is taken from the "National Education Database," provided under copyright by Quality Education Data (QED), Inc.

4. *Income, assets, and program participation*

This section describes the data collected on the financial characteristics of the respondent. Similar data, described under family background in this section, also are gathered for certain adults in the youth's household. Users should note that a number of questions in these sections of the questionnaire are addressed only to independent youths. Independent youths are those who meet at least one of the following criteria: Are age 18 or older, have a child, have ever been married or are currently in a marriage-like relationship, are no longer enrolled in school or are enrolled in a 4-year college, or report not living with any parent or parent figure.

Income. The survey asks all respondents about their income from wages, salaries, and parental allowance during the previous calendar year. Independent youths additionally report in detail on other income received in the last calendar year, such as self-employment income, child support, interest or dividend payments, or income from rental properties. These youths also list the income of their spouse or partner.

Parent questionnaire. In round 1, the NLSY97 collected data from the responding parent on the 1996 earnings and income of the youth. In addition, parents reported on the amount of financial support given to independent youths still living in the household.

Assets. In rounds 1 through 3, independent youths provided information about current asset holdings. Topics of the questions included the market value of any residence or business, whether the respondent paid property taxes in the previous year, the average amount spent on utilities per month, and the amount owed on motor vehicles. Other questions asked about the respondent's current checking and savings account balances, the value of various assets such as stocks or certificates of deposit, and the amount of any loans of at least \$200 that the youth received in the last calendar year.

Beginning with round 4, the questions in the asset section remain the same, but the universe for the asset section is more limited. Respondents answer these questions only at specific points: the first interview after they turn age 18, the first interview after they reach age 20, and the first interview in which they meet criteria to be considered independent. Respondents will continue to answer these questions at regular intervals in future rounds.

Program participation. This section questions independent youths about their participation in government programs. Included are specific questions (number of spells, duration of each spell, amount of benefit, and the like) regarding a number of government assistance programs such

as Unemployment Compensation; Aid to Families with Dependent Children (AFDC)/Temporary Assistance for Needy Families (TANF)/Aid to Dependent Children (ADC); the Women, Infants, and Children (WIC) program; and Food Stamps. Youths also are asked whether they lived in public housing. See table 2.8 at the end of this chapter for further details.

5. *Family formation*

Marriage. Respondents who were at least 16 years old by the end of the previous calendar year provide information about their history of marriage and marriage-like relationships. Along with the legal status and length of each relationship, this section gathers information about the age, highest grade completed, employment status, and race/ethnicity of each spouse or partner not listed on the household roster. For each relationship, the youth also reports changes in the relationship status, such as separation, divorce, or marriage. In round 1 and rounds 4 through 6, respondents who were currently married or involved in a marriage-like relationship answered questions about the quality of that relationship. Round 1 questions asked about specific behaviors, for example, how often the spouse or partner screams or yells, criticizes the respondent's ideas, blames the respondent for his or her problems, and vice versa. A shorter series of questions in rounds 4 through 6 collected the respondents' rating of the overall levels of caring, closeness, and conflict between themselves and their spouse or partner.

Fertility. A series of questions asks respondents who report having given birth to, fathered, or adopted a child about their children. This section collects the number, sex, and age of all biological and adopted children, including children who are deceased or have been given up for adoption. Fertility data also include characteristics of the child's other biological parent (if that person is not a current spouse or cohabiting partner), such as race, age, and highest grade completed, and the type of relationship the respondent had with that person (married, dating, separated, or other). If that person is a current spouse or cohabiting partner, the same information is collected in the marriage section of the questionnaire. Finally, the fertility questions solicit information about the biological parents' legal responsibility or custody rights with respect to the child.

A set of questions in rounds 4 through 6 addressed only male respondents who had fathered a child. First—if the mother was not the spouse or cohabiting partner—the respondent provided current information about the mother of each child, such as her enrollment and employment status, program participation status, and income. He also stated whether he currently had a close relationship with the mother.

In addition, these male respondents provided information about child support. Respondents first reported the amount of support awarded in a child support agreement and then stated whether they had provided additional informal support, such as performing household repairs, buying clothes for the child, or buying household items or gifts for anyone in the household, in the past 12 months. In rounds 5 and 6, questions about the father of their children and child support details also were asked of female respondents.

Beginning in round 4, the survey asked about the relationship a male respondent had with each of his children. Respondents reported whether they participated in prenatal activities such as going with the mother to the doctor, buying things before the baby was born, and being present at the delivery. If the respondent had seen the child in the past month, he stated how often he performed activities such as bathing or dressing the child, preparing a meal for the child, or reading books to the child.

Information on other pregnancies is gathered in the self-administered section of the questionnaire. Female respondents report the number of pregnancies that did not result in live births, their age at the time of each such pregnancy, the month and year in which each pregnancy ended, and the outcome of each pregnancy. Male respondents state the number of times they have gotten someone pregnant, the number of pregnancies that ended in a live birth, and the number of pregnancies that ended in abortion.

Child care. A new section added to the survey in round 5 gathered details about the childcare used by female respondents who have children. The respondent is first asked for the total hours in a typical week during which she works for pay, attends school or training, or commutes. Then, she reports the childcare situation in which her children spend most of these hours: In the care of a spouse or partner, relative, or sibling; in self-care; in nonrelative care; at family daycare; at a childcare center; or in formal schooling. For each type of care the respondent reports, the following details are collected: The person responsible for transporting the child, traveling time, amount paid for the childcare, whether an outside source (for example, an employer or other agency outside the household) contributes all or part of the payment, and the number of hours spent in each type of care. Hypothetical questions also are posed to these respondents and to childless female youths born in 1983 or 1984 concerning relatives who live close by and the amount respondents would expect to pay or be willing to pay for care at the nearest childcare center. The round 6 survey has a less extensive series of questions on childcare. Female respondents who have children are asked for the number of hours they are at work, school, or training in a typical week. The series continues by ascertaining the type of childcare used in a typical week for all children, the amount paid weekly

for that care, and whether an outside employer or other entity paid for all or part of the childcare.

6. Family background

Parent's background. Questions in the round 1 parent questionnaire determined the responding parent's nationality, month and year of birth, birthplace, and religious preference. In addition, the survey collected information about the responding parent's number of siblings, whether he or she had lived with both biological parents while growing up, and the ages and highest grade completed of his or her parents. The responding parent also reported these data for his or her current spouse. If the youth had been in contact with a nonresident biological parent since the age of 10, the same set of questions sought information about that nonresident parent.

Parent's history. In the round 1 parent questionnaire, interviewers collected historical data on the responding parent's employment history since the parent's 18th birthday or the youth's date of birth, whichever was earlier. For each spell of employment lasting at least 3 months, the responding parent was asked about the usual number of hours he or she worked per week. In a similar fashion, this section established a marital or partner history for the responding parent, with questions seeking information on the length of the marriage and the employment status of the spouse during the marriage. Next, a number of questions recorded the history of participation in various government programs such as AFDC/TANF, Medicaid, Supplemental Security Income (SSI), and WIC.

Parent's current status. The round 1 parent questionnaire obtained detailed information on the current status of the respondents' parents, as described below. In subsequent rounds, limited data are collected in the youth questionnaire and household income update (rounds 1 through 5).

Youth questionnaire. Demographic data from the household roster section of the questionnaire are available for parents who lived in the same household as the youth; the household information section below describes these data in detail. The round 2 youth questionnaire asked respondents who were classified as independent (see the income section above) or who were age 14 or older by the end of 1997 to report the 1997 earnings of each parent. In rounds 3 through 6, all respondents reported each parent's earnings in the previous calendar year.

Household income update. In rounds 1 through 5, the resident parent of a nonindependent youth respondent completes this self-administered paper supplement. The

supplement collects information on the income during the previous year of the respondent's parent and the parent's current spouse or partner.

Parent questionnaire. In round 1, the youth's responding parent stated his or her present employment status, marital status, highest grade completed, and participation in government programs. Information on the resident parent's earnings and income in 1996 was gathered; similar questions summarized the same information with regard to the responding parent's spouse. This section of the parent questionnaire also elicited information on the asset and debt holdings of the responding parent and his or her spouse. Additional questions asked about the amount received from government programs in the previous year.

Parents who had a youth ages 12 to 14 answered a series of questions on the parent's attitude toward self (for instance, "always optimistic about the future" or "hardly ever expect things to go my way"), toward certain behaviors, and toward the relationship with his or her partner. The responding parent also provided information on religious beliefs and practices.

Interviewers also collected information on the general health and the presence of any longstanding health problems of the responding parent and his or her spouse. The responding parent stated his or her own height and weight and those of his or her partner. If the youth was adopted, the responding parent reported the height and weight (if known) of the youth's biological parents.

Youth demographic characteristics. Several demographic details have been collected about youth respondents. In round 1, respondent birthdates were collected in the household screener and later verified by the youth and responding parent. This birth date information is used in each round to create a variable indicating the respondent's age as of the interview date. The youth's sex, race, and Hispanic ethnicity also were reported in the round 1 household screener.

Youth residential history. Information about the youth's residences has been collected in each survey. In round 1, the parent questionnaire and the screener, household roster, and nonresident roster questionnaire gathered these data; some of the information is updated in the youth questionnaires in subsequent rounds.

Youth questionnaire. In rounds 2 through 6, the survey instruments collected information on the changes in the youth's living and custodial situations since the last interview. Questions asking about the dates of each move to a new State, city, or county and about the parent figures with whom the youth has lived since the last interview update the information from previous rounds.

Parent questionnaire. The round 1 parent questionnaire queried the responding parent about whom the youth had lived with since birth. For adopted youths, information includes whether the youth had ever lived with either biological parent. For each youth not living with both biological parents, the survey asked whether the responding parent held legal responsibility for or legal custody of the youth. If only the youth's biological mother was listed on the birth certificate, followup questions determined whether the biological father had been legally identified through a blood test, court ruling, signed legal document, or other means.

Screener, household roster, and nonresident roster questionnaire. Information included the distance the youth lived from his or her biological parents (if they were alive) or the date on which each of the youth's biological parents died.

Household environment. Respondents ages 12 to 14 (as of December 31, 1996) have answered a brief series of questions about their household environment in each survey round. Depending on the round, these questions include whether the respondent's household was conducive to studying in the past month and the number of days in a typical week on which the family interacts. The round 1 survey also asked these same respondents to report the number of days in a typical week on which the youth heard gunshots in the neighborhood. In addition, respondents answer various questions about knowing or being the victim of a crime.

Household information. Data about other residents in the respondent's household were collected in the screener, household roster, and nonresident roster questionnaire in round 1; these questions are included in the youth questionnaire in later survey rounds.

Youth questionnaire. In surveys after round 1, the first section of the youth questionnaire identifies the youth's resident and nonresident parents and establishes the relationship to the youth of all nonrelative household residents. The current marital status of each nonresident parent is collected, while followup questions verify demographic data (such as marital status, age, and race or ethnicity) on each household occupant from the previous round and record any changes. For each occupant, this section also asks about enrollment status, highest grade completed, and the highest degree each has completed if currently enrolled (already collected in a previous round for those not currently enrolled). Current labor force status is collected for residents age 16 and older. In rounds 2 through 6, independent respondents provided information about the previous year's earnings for household residents age 14 or older.

Screeners, household roster, and nonresident roster questionnaire. In round 1, this instrument collected the demographic and relationship information for household occupants described in the above paragraph. For each resident age 16 or older, the roster also asked for the number of weeks the resident had worked in 1996 and the usual hours worked per week during that period.

The questions in the nonresident roster section of this instrument determined the relationship to the youth of any key nonresident relatives (biological, step-, or adoptive parents; siblings; spouses; children; or other parent of youth's children) and gathered the information summarized in table 2.7. Note that, while it was not collected directly, the sex of nonresident relatives can be inferred from relationship codes for parents, spouses, siblings, and children.

Parent questionnaire. In round 1, the responding adult provided information on the 1996 earnings (self-employment earnings and earnings from an employee job) and income of each household member age 14 and older.

7. Expectations

The round 1 survey asked respondents who were age 15 or older by the end of the previous calendar year to assess the probability of certain events occurring in their lives over the next year, by the time they turn 20, and by the time they reach 30. The list included events such as working more than 20 hours per week, serving time in prison, and earning a 4-year college degree. The round 4 survey asked all respondents similar questions about the likelihood of events taking place over the next year and within the next 5 years; the round 5 questions refer to several different periods.

Parent questionnaire. In round 1, responding parents of

youths age 15 and older answered a similar set of questions about events that might occur in the youth's life.

8. Attitudes, behaviors, and time use

Attitudes. Respondents report in each round on their contact with any absent parents and, in rounds 1 through 4 and 6, state their perception of the amount of supportiveness displayed by each parent figure. Also collected in rounds 1 through 3 and 5 from respondents ages 12 to 14 as of December 31, 1996, were data on the youths' opinions about their parent(s) (for example, want to be like him or her, enjoy spending time with him or her). In rounds 1 through 5, respondents' beliefs about their parents' knowledge of their activities were reported. Younger respondents provide further information about their parents' relationship with spouses or partners and about contact between biological parents who live separately.

One question was included in rounds 1 through 3 for respondents who were age 14 or younger as of December 31, 1996, and was addressed to all respondents in rounds 4 and 6. It asked youths whom they would turn to for help with a personal problem (for example, parent, sibling, friend, counselor). Round 6 also asked respondents about their best friend. If this person was someone other than a parent, spouse, cohabitating partner, sexual partner, or other parent of the youth's child, a separate question collected demographic data about the individual. If the best friend was anyone besides a parent, respondents reported their frequency of contact with this person and how often they had asked for advice about decisions or relationships since the last interview.

Several series of questions address respondent perceptions about different aspects of society. Each round of the

Table 2.7. Data collected for nonresident relatives in NLSY97 round 1

Relationship	Sex	Race	Age	Marital status	Educational status	Employment status
Biological parent		*	*	*	*	*
Adoptive parent ¹		*	*	*	*	*
Stepparent ¹					*	
Full-sibling ²	*		*		*	
Half-sibling ²	*		*		*	
Spouse of youth					*	*
Children of youth ³	*				*	
Parent of youth's children				*		

¹Information on nonresident stepparents or adoptive parents is collected only if those parents live with one of the youth's biological parents.

²Data on full- and half-siblings are gathered only if those sib-

lings do not live with either of the youth's nonresident biological parents. Coresident siblings appear on the household roster.

³This information is collected only if the NLSY97 youth is aged 14 or older.

survey asks about the respondent's perception of the criminal justice system and the odds of being caught and punished for a hypothetical crime. In round 1, a series of questions asked respondents about the activities of their peers, including the percentage of students in their grade they believe to be involved in a gang, an organized sport, or volunteer work. The series also addressed peer behavior, such as the percentage of students the respondents believe smoke cigarettes, drink alcohol, or use drugs. In addition, respondents reported their attitudes toward their teachers and perceptions of the school environment (for example, whether the respondent considers school a safe place) during the round 1 survey.

The religiosity of the youth respondent also has been included in the surveys. In round 1, respondents reported their religious preference. Rounds 4 through 6 asked about the frequency of their attendance at religious worship services, and round 6 also included a series about religious beliefs. Religiosity information also is collected for household members, the youth's parents, and the youth's spouse or partner.

Behaviors. A series of questions on health-related behaviors in each survey asks youths whether they have ever smoked cigarettes, consumed alcohol, or used illegal drugs, as well as whether and how often they have engaged in these activities within the past month. This section also solicits data on the age at which these activities first occurred. Delinquency information is collected about respondents age 16 or younger who have run away from home and about all respondents who have carried a handgun or joined a gang. Respondents answer questions about their participation in criminal activities, such as assault, theft, battery, or carrying a handgun, and arrests or punishment resulting from these activities.

Besides answering questions concerning delinquent behavior, respondents are also asked about their social behavior. All respondents are questioned about the frequency of their dates and the number of different people they have dated. Round 6 also included a more extensive series about the current or most recent person the respondent had dated. Respondents age 14 or older as of the end of the previous calendar year (all respondents in round 3 and beyond) provide information on their sexual activity. These questions include frequency of sexual intercourse and birth control use.

Youths ages 12 or 13 as of December 31, 1996, answered a series of questions in rounds 1 through 5 on how decisions concerning their activities were made (for example, who determined how late the youth can stay out at night, who determined the type of TV shows and movies the youth can watch). If the youth reported that the parents made the rules or that the parents and the youth jointly decided, followup

questions asked about the number of times the youth had broken the rules in the last 30 days.

Parent questionnaire. Responding parents of youths ages 12 or 13 answered a similar series of questions on control and autonomy during the initial interview. Followup questions asked about the number of times the youth broke the rules in the last 30 days.

Time use. In the series of questions on time use in rounds 1 through 3, respondents who were not in school or employed and were at least age 16 (round 1) or at least age 15 (rounds 2 and 3) reported details about the way they spend a typical day. Information collected includes the time at which they usually wake up each day, whether they go to a place on a regular basis, and the time at which they leave for and return from that place. In round 1, youths ages 12 to 14 assessed the amount of time they spent in the prior week doing homework, watching television, reading, or taking extra classes or lessons.

9. Health

Every round collects basic data on respondents' health status. All respondents provide information about their general health and state their height and weight. They also report a perception of their weight (for example, very underweight, slightly overweight, about the right weight), as well as any action they are taking concerning their weight (for instance, trying to lose, trying to gain, trying to stay the same). The round 1 questionnaire asked respondents to report whether they had entered puberty and, if so, their age at onset; this information is updated in subsequent rounds if puberty was not attained at the previous interview.

More detailed data were gathered in rounds 1 and 6. The initial interview asked youths who were 13 years old as of December 31, 1996, about their practices with regard to health-related behaviors such as seatbelt use, nutrition, and exercise. In addition, these youths stated their opinions about whether smoking cigarettes or drinking alcohol contributes to certain health problems (getting AIDS, getting heart disease, harming an unborn child, and so forth). Also in round 1, the health section questioned youths not living with their parents about their health insurance coverage (for example, covered by job, covered by military-related plan, not covered).

In round 6, respondents reported their health practices in a typical week (for example, nutrition, exercise, sleep, computer and television use) in a series similar to the one in round 1. This series of questions also asked how many times in the past month the youth had driven after drinking or had ridden with a driver who had been drinking. Next, the youth answered questions (similar to those asked of parents in round 1) concerning any chronic health conditions or prob-

lems, including the age at which a condition was first noticed and whether the condition currently limits activities. Two new health series were also part of round 6. The first asked about when the respondent was ill or injured in the past year, the length of time since the last routine checkup, and healthcare coverage over the past year. Finally, the other new series questioned the youth about various traumatic events that had occurred in the past 5 years. This list included the death of a close relative, being the victim of a violent crime, periods of homelessness, hospitalization of a household member, adult household members being in jail or unemployed, and a parent's divorce.

Parent questionnaire. The responding parent also answered questions about the youth's health during the first survey round. In particular, this section questioned the parent about whether the youth suffers from or takes medication for any chronic health problems such as mental retardation, blindness, cancer, or asthma. Followup questions determined the condition, the age of the youth when the condition was first noticed, and whether the condition currently limited the youth. Parents reported on the youth's health insurance coverage for youths who live at home. Finally, if the youth was born in 1983, the responding parent stated his or her perception of the health effects of drinking alcohol.

10. Environmental variables

The NLSY97 main data set includes several created variables that describe the youth's permanent residence. The main variables indicate whether the youth lives in an urban or rural area, whether the youth lives in a Metropolitan Statistical Area (MSA), and in which census region the youth resides. In addition, an unemployment rate variable reports the unemployment rate (within a 3-percentage-point range) for the youth's local labor market. These variables permit researchers to obtain general information about the youth's geographic area without having access to the restricted-use geocode data set.

11. Event history variables

These special created variables summarize the timing of a variety of major life events for each respondent. The event history variables are divided into four major sections. The first section contains the employment status (working for employer number 1, unemployed, out of the labor force, and so on) of each respondent for each week from the respondent's 14th birthday to the interview date.

The variables for marital status, the second topic, cover the respondent's marital or cohabitation status during each month from the respondent's 14th birthday to the month of the most recent interview. Possible status labels are never married and not cohabiting, never married and cohabiting,

married, legally separated, divorced, or widowed.

Variables on program participation status, the third topic, are similar in structure to those for marital status. For each month since the respondent's 14th birthday, these variables indicate whether the respondent was receiving economic assistance such as unemployment compensation, AFDC, or Food Stamps.

The fourth event history topic concerns the respondent's schooling experiences. Unlike the other constructions, this section provides some information on a yearly basis beginning with each youth's date of birth. Beginning in round 2, data also are provided in monthly variables to capture information for each month from the respondent's interview date in round 1 to the current interview date.

These event history arrays are not included on the initial main data release, but are located on the subsequent event history and geocode releases. In these data sets, the variables can be found by searching for question names that begin with "EMP_" for employment status, "MAR_" for marital status, and "SCH_" for schooling experiences. Researchers may access the program participation status variables by searching for question names that begin with "WKCOMP_," "UNEMP_," "AFDC_," "FDST_," "WIC_," or "OTHER_," depending on the program of interest.

Data files and documentation

Data for rounds 1 through 4 of the NLSY97 are distributed in three data sets:

- (1) NLSY97 Main Files—includes main interview data and created variables;
- (2) NLSY97 Event History Data—includes all main file data plus created event history variables; and
- (3) NLSY97 Geocode Data—in addition to restricted-release geographic information, includes main file and event history data.

Each data set includes documentation files and is accompanied by search and extraction software that enables users to easily peruse, select, and extract variables. Chapter 8 provides more technical information on the NLS data format and extraction software, as well as descriptions of supplementary documentation items available for the NLSY97. Data from round 5 will be available in mid-2003.

Reference

O'Muircheartaigh, C. and Pedlow, S. "Combining Samples vs. Cumulating Cases: A Comparison of Two Weighting Strategies in the NLSY97." *Proceedings of the Section on Survey Research Methods*, American Statistical Association (2000): 319–24.

**Selected variables by age and instrument:
NLSY97**

Table 2.8 depicts selected variables from the NLSY97 interviews. The first column of the table lists some of the variables included in the survey. Codes in the following columns indicate which survey instrument yielded the information (Y = *Youth Questionnaire*; P = *Parent Questionnaire*; S = *Screeners, Household Roster, and Nonresident Roster Questionnaire*; and U = *Household Income Update*).

As appropriate, age restrictions are noted in parentheses; the applicable dates for the restrictions are provided at

the beginning of each section or within the description of the question. Age restrictions for each round refer to the youth's age as of December 31, 1996, unless otherwise noted in the table. Other restrictions not mentioned here may apply to some variables; users should refer to the codebook or to the *NLSY97 User's Guide* (available at <http://www.bls.gov/nls>) for more information. "Y" used in variable descriptions stands for "youth respondent." Users should be aware that, in some instances, the variable descriptions in the table represent a group of questions and not single response items.

Table 2.8. Selected NLSY97 variables by survey round: Respondents ages 12 to 17 in 1997

Variable	Round 1	Round 2	Round 3	Round 4	Round 5	Round 6
I. EMPLOYMENT, UNEMPLOYMENT, AND JOB SEARCH (age restrictions as of interview date)						
A. Current Population Survey (CPS): Week before survey						
Labor force and employment status	Y≥15			Y≥15		
Worked for profit or pay; worked at unpaid position in family business or farm	Y≥15			Y≥15		
Hours per week worked or usually worked at main job	Y≥15			Y≥15		
Hours per week worked at main job last week	Y≥15			Y≥15		
Number of overtime hours	Y≥15			Y≥15		
Reason worked part time	Y≥15			Y≥15		
Reason absent from work	Y≥15			Y≥15		
Actual weeks or expected duration of layoff	Y≥15			Y≥15		
Disability prevents Y from working or accepting work	Y≥15			Y≥15		
Length of time spent looking for work	Y≥15			Y≥15		
Search methods used in last 4 weeks	Y≥15			Y≥15		
Is Y searching for part-time or full-time job	Y≥15			Y≥15		
B. Characteristics of employee jobs (starting in round 4, also self-employed jobs of youths age 18 at end of prior calendar year)						
1. Jobs of any length						
Who helped Y find job	Y≥14					
Job start and stop dates	Y≥14	Y≥14	Y	Y	Y	Y
Industry and occupation at start date	Y≥14	Y≥14	Y	Y	Y	Y
Rate of pay at start date	Y≥14	Y≥14	Y	Y	Y	Y
Usual hours per week worked	Y≥14	Y≥14	Y	Y	Y	Y
Overtime rate of pay at start date	Y≥14	Y≥14	Y	Y	Y	Y
Weeks Y had worked as of job's stop date	Y≥14	Y≥14	Y	Y	Y	Y
Class of worker	Y≥16	Y≥16	Y≥16	Y≥16	Y	Y
Y covered by collective bargaining (all jobs in round 1)	Y≥16	Y≥16	Y≥16	Y≥16	Y	Y
Reason for gap during employment	Y≥14	Y≥14	Y	Y	Y	Y
Did Y look for work during gap	Y≥14	Y≥14	Y	Y	Y	Y
Age, race, and sex of immediate supervisor (all jobs in round 1)	Y≥16	Y≥16	Y≥16	Y≥16	Y	Y
Shift worked (all jobs in round 1)	Y≥16	Y≥16	Y≥16	Y≥16	Y	Y
Size of employer (number of employees/locations/people worked for Y) (all jobs in round 1)	Y≥16	Y≥16	Y≥16	Y≥16	Y	Y
Benefits available at employer (all jobs in round 1)	Y≥16	Y≥16	Y≥16	Y≥16	Y	Y
Reason for leaving job or reason self-employment job ended	Y≥16	Y≥16	Y≥16	Y≥16	Y	Y
General job satisfaction (all jobs in round 1)	Y≥16	Y≥16	Y≥16	Y≥16	Y	Y
2. Jobs lasting more than 13 weeks						
Y covered by collective bargaining (all jobs in round 1)	Y≥16	Y≥16	Y≥16	Y≥16	Y	Y
Age, race, and sex of immediate supervisor (all jobs in round 1)	Y≥16	Y≥16	Y≥16	Y≥16	Y	Y

Table 2.8. Selected NLSY97 variables by survey round: Respondents ages 12 to 17 in 1997

Variable	Round 1	Round 2	Round 3	Round 4	Round 5	Round 6
Shift worked (all jobs in round 1)	Y≥16	Y≥16	Y≥16	Y≥16	Y	Y
Size of employer (number of employees/locations/people worked for Y) (all jobs in round 1)	Y≥16	Y≥16	Y≥16	Y≥16	Y	Y
Benefits available at employer (all jobs in round 1)	Y≥16	Y≥16	Y≥16	Y≥16	Y	Y
General job satisfaction (all jobs in round 1)	Y≥16	Y≥16	Y≥16	Y≥16	Y	Y
Occupation and industry at current or stop date	Y≥14	Y≥14	Y	Y	Y	Y
Rate of pay at current or stop date	Y≥14	Y≥14	Y	Y	Y	Y
Overtime rate of pay at current or stop date	Y≥14	Y≥14	Y	Y	Y	Y
Usual hours per week at current or stop date	Y≥14	Y≥14	Y	Y	Y	Y
C. Characteristics of freelance jobs (any length)¹						
Type and duration of freelance job(s)	Y	Y	Y	Y	Y	
Who helped Y find job	Y					
Usual hours worked per week	Y	Y	Y	Y	Y	
Number of weekdays, weekends worked	Y	Y	Y	Y	Y	
Number of days per week usually worked	Y	Y	Y	Y	Y	
Hours per day worked on weekdays, weekends	Y	Y	Y	Y	Y	
Usual weekly earnings	Y	Y	Y	Y	Y	
Number of weeks worked at job	Y	Y	Y	Y	Y	
1. Self-employment jobs for youths earning \$200 or more per week						
Industry and occupation	Y≥16	Y≥16	Y≥16	²	²	
Number of people who worked for Y	Y≥16	Y≥16	Y≥16	²	²	
Reason job ended	Y≥16	Y≥16	Y≥16	²	²	
D. Military (Youths age 16 and older who report an ongoing job)						
Branch of Armed Forces		Y	Y	Y	Y	Y
Current or most recent military occupation		Y	Y	Y	Y	Y
Current pay grade or pay grade when entered			Y	Y	Y	Y
E. Periods not working at an employee job						
Start and stop date of period not working	Y≥14	Y≥14	Y	Y	Y	Y
Number of weeks on layoff	Y≥14	Y≥14	Y	Y	Y	Y
Number of weeks unemployed	Y≥14	Y≥14	Y	Y	Y	Y
Number of weeks out of labor force	Y≥14	Y≥14	Y	Y	Y	Y
Number of weeks actively looking for work	Y≥14	Y≥14	Y	Y	Y	Y
Methods of job search used	Y≥14	Y≥14	Y	Y	Y	Y

¹In rounds 1 and 2, the survey collected characteristics of freelance jobs for youths ages 14 or older (as of the interview date) and characteristics of all jobs for youths ages 12 and 13. The round 3 survey gathered characteristics of freelance jobs for all youths. Round 4 included freelance jobs for youths born in 1983 or 1984. Round 5 included freelance jobs only for youths born in 1984.

²Youths age 16 or older at the interview date but younger than 18 at the end of the previous calendar year answer these questions. Older youths report information on self-employment jobs in the regular employee jobs section.

Table 2.8. Selected NLSY97 variables by survey round: Respondents ages 12 to 17 in 1997

Variable	Round 1	Round 2	Round 3	Round 4	Round 5	Round 6
Main reason did not look for work	Y \geq 14	Y \geq 14	Y	Y	Y	Y
II. SCHOOLING (age restrictions as of 12/31/96)						
Y's educational history (number of schools, type) (since last interview)	P	Y	Y	Y	Y	Y
Current enrollment status	Y,P	Y	Y	Y	Y	Y
Grade level currently attending	Y,P	Y	Y	Y	Y	Y
Reason stopped attending school	Y	Y	Y	Y	Y	Y
Date of last enrollment	Y	Y	Y	Y	Y	Y
Type of school attended (public, private, or alternative)	Y	Y	Y	Y	Y	Y
Degree and date degree received	Y	Y	Y	Y	Y	Y
Highest grade level attended	Y,P	Y	Y	Y	Y	Y
Highest grade level completed	Y	Y	Y	Y	Y	Y
Did Y ever skip or repeat a grade (since last interview)	P	Y	Y	Y	Y	Y
Gaps in enrollment	P	Y	Y	Y	Y	Y
Grade level(s) when and duration for which Y was suspended from school	Y,P	Y	Y	Y	Y	Y
Y's experiences in school during fall term	Y					
<i>PIAT Math</i> score—rounds 1–5: Youths in 9th or lower grade in round 1, round 6: Youths currently in high school	Y	Y=12	Y=12	Y=12	Y=12	Y=12
A. High school						
High school curriculum	Y	Y	Y	Y	Y	Y
Grades received in 8th grade and high school	Y	Y	Y	Y	Y	Y
Grade Y took SAT I or ACT, highest scores (in rounds 2 through 6, grade 11 or higher only)	Y	Y	Y	Y	Y	Y
Subjects of AP exams taken (in rounds 2 through 6), highest score (round 1)	Y,P	Y	Y	Y	Y	Y
Math and science courses taken or completed in grades 7 through 12	Y	Y	Y	Y	Y	Y
Expected graduation date	Y	Y	Y	Y	Y	Y
Y received regular high school diploma	Y	Y	Y	Y	Y	Y
Y received GED	Y	Y	Y	Y	Y	Y
Reason for and type of academic class taken during break	P					
B. School-based learning programs						
Y participated in school-based learning programs	Y	Y	Y	Y	Y	Y
Type(s) of school-based learning programs	Y	Y	Y	Y	Y	Y
Number of weeks/days/hours participated in most recent program	Y	Y	Y	Y	Y	Y
Stipend Y received for participation	Y	Y	Y	Y	Y	Y
C. College						
Number of colleges or universities attended	Y	Y	Y	Y	Y	Y

Table 2.8. Selected NLSY97 variables by survey round: Respondents ages 12 to 17 in 1997

Variable	Round 1	Round 2	Round 3	Round 4	Round 5	Round 6
Type of college Y currently attending (2-year or 4-year; public or private)	Y	Y	Y	Y	Y	Y
Y currently full- or part-time student	Y	Y	Y	Y	Y	Y
Cost of attendance at Y's college	Y	Y	Y	Y	Y	Y
Type and amount of educational loans or financial aid	Y	Y	Y	Y	Y	Y
Type of diploma/degree/certificate working toward	Y	Y	Y	Y	Y	Y
Type of degree received	Y	Y	Y	Y	Y	Y
Number of credits required for Y's degree	Y	Y	Y	Y	Y	Y
College credits Y earned before college	Y	Y	Y	Y	Y	Y
Method of earning college credits before college	Y	Y	Y	Y	Y	Y
Date and terms Y enrolled	Y	Y	Y	Y	Y	Y
Number of credits enrolled for or earned per term	Y	Y	Y	Y	Y	Y
Grade point average (GPA) in each term	Y	Y	Y	Y	Y	Y
Field of study in each term	Y	Y	Y	Y	Y	Y
Terms in which Y took remedial math or English course	Y	Y	Y	Y	Y	Y
III. TRAINING (age restrictions as of interview date)						
Type(s) of training program(s)	Y≥16	Y≥16	Y≥16	Y≥16	Y	Y
Number and duration of training programs	Y≥16	Y≥16	Y≥16	Y≥16	Y	Y
Type of degree/certificate/journeyman's card	Y≥16	Y≥16	Y≥16	Y≥16	Y	Y
Hours per day and days per week Y usually in training	Y≥16	Y≥16	Y≥16	Y≥16	Y	Y
Method of financing training program	Y≥16	Y≥16	Y≥16	Y≥16	Y	Y
Amount of training allowance (government program)	Y≥16	Y≥16	Y≥16	Y≥16	Y	Y
Skills learned in program	Y≥16	Y≥16	Y≥16	Y≥16	Y	Y
Services provided by program	Y≥16	Y≥16	Y≥16	Y≥16	Y	Y
Participate in job search assistance training	Y≥16	Y≥16	Y≥16	Y≥16	Y	Y
Training related to specific employer	Y≥16	Y≥16	Y≥16	Y≥16	Y	Y
Job or occupation Y in training program to acquire	Y≥16	Y≥16	Y≥16	Y≥16	Y	Y
Reason for enrolling in training program if employer paid	Y≥16	Y≥16	Y≥16	Y≥16	Y	Y
Did Y complete training program	Y≥16	Y≥16	Y≥16	Y≥16	Y	Y
IV. INCOME, ASSETS, AND PROGRAM PARTICIPATION						
A. Income (all questions except wages/salary and parental allowance asked only of independent youths)						
Previous year's income from wages or salary (collected separately for Y and spouse)	Y,P	Y	Y	Y	Y	Y
Previous year's income from farm or own business (collected separately for Y and spouse)	Y	Y	Y	Y	Y	Y
Previous year's income from child support	Y	Y	Y	Y	Y	Y
Previous year's interest or dividend payments	Y	Y	Y	Y	Y	Y
Previous year's income from estates/trusts/annuities/inheritance	Y	Y	Y	Y	Y	Y

Table 2.8. Selected NLSY97 variables by survey round: Respondents ages 12 to 17 in 1997

Variable	Round 1	Round 2	Round 3	Round 4	Round 5	Round 6
Previous year's income from rental properties	Y	Y	Y	Y	Y	Y
Previous year's income from parental transfers other than allowance	Y	Y	Y	Y	Y	Y
Previous year's income from other sources	Y	Y	Y	Y	Y	Y
Previous year's income from parental allowance	Y	Y	Y	Y	Y	Y
Previous year's income paid to parents	Y,P					
Y or spouse/partner claimed Earned Income Tax Credit (EITC) on previous tax return	Y	Y	Y	Y	Y	Y
B. Assets (all questions asked only of independent youths)³						
Market value of Y's residence or business	Y	Y	Y	Y	Y	Y
Amount of rent/mortgage/land contract/loans	Y	Y	Y	Y	Y	Y
Improvements to property since last interview		Y	Y	Y	Y	Y
Y paid property taxes	Y	Y	Y	Y	Y	Y
Average amount spent on utilities per month	Y	Y	Y	Y	Y	Y
Value of Y's stock or mutual funds	Y	Y	Y	Y	Y	Y
Value of Y's retirement plan	Y	Y	Y	Y	Y	Y
Y's current checking and savings balance	Y	Y	Y	Y	Y	Y
Value of certificates of deposit/bonds/bills	Y	Y	Y	Y	Y	Y
Value of real estate	Y	Y	Y	Y	Y	Y
Value of business or professional practice	Y	Y	Y	Y	Y	Y
Value of and amount owed on motor vehicles	Y	Y	Y	Y	Y	Y
Estimated net value of Y's household furnishings	Y	Y	Y	Y	Y	Y
Value of other assets	Y	Y	Y	Y	Y	Y
Amount of loans (\$200 or more) Y received	Y	Y	Y	Y	Y	Y
Amount owed on other types of debt	Y	Y	Y	Y	Y	Y
Value of assets owned solely by spouse/partner		Y	Y	Y	Y	Y
C. Program participation (all questions asked only of independent youths) (asked of Y and spouse jointly except where noted)						
Number and duration of unemployment compensation spells, income per week each spell (Y and spouse collected separately)	Y	Y	Y	Y	Y	Y
Number and duration of workers' compensation spells, income per week each spell (Y and spouse collected separately)	Y	Y	Y	Y	Y	
Source of workers' compensation payments	Y	Y	Y	Y	Y	
Income from workers' compensation, amount received (Y and spouse collected separately)						Y
Number and duration of AFDC/TANF/ADC spells, income per month each spell	Y	Y	Y	Y	Y	Y
Persons covered under the AFDC/TANF/ADC program	Y	Y	Y	Y	Y	Y

³ Y's are asked these asset questions in the first interview after they become independent, turn age 18, and turn age 20. They will continue to be asked periodically in future rounds.

Table 2.8. Selected NLSY97 variables by survey round: Respondents ages 12 to 17 in 1997

Variable	Round 1	Round 2	Round 3	Round 4	Round 5	Round 6
Number and duration of Food Stamp (FS) spells, value of FS received per month each spell	Y	Y	Y	Y	Y	Y
Persons covered under the FS program	Y	Y	Y	Y	Y	Y
Number and duration of WIC spells, income per month each spell	Y	Y	Y	Y	Y	Y
Persons covered under the WIC program	Y	Y	Y	Y	Y	Y
Number and duration of Low-Income Home Energy Assistance Program spells, income per spell	Y					
Number and duration of other welfare spells, income per month each spell	Y	Y	Y	Y	Y	Y
Persons covered under other welfare programs	Y	Y	Y	Y	Y	Y
Y lives in public housing or receives rental vouchers	Y	Y	Y	Y	Y	Y
V. FAMILY FORMATION (age restrictions as of end of previous calendar year—12/31/96 in round 1, 12/31/97 in round 2, and so on)						
A. Marital history						
Spells Y married or lived with sexual partner	Y≥16	Y≥16	Y≥16	Y≥16	Y	Y
Y's current marital status	Y≥16	Y≥16	Y≥16	Y≥16	Y	Y
Duration of Y's and partner's cohabitation	Y≥16	Y≥16	Y≥16	Y≥16	Y	Y
Current partner's age, race, highest grade completed, degree earned, and labor market status (from household roster; only in rounds 2 through 6 if new to household)	Y	Y	Y	Y	Y	Y
Demographic characteristics of noncurrent partner (new since last interview)	Y≥16	Y≥16	Y≥16	Y≥16	Y	Y
Partner's religion	Y≥16	Y≥16	Y≥16	Y≥16	Y	Y
Partner enrolled in government program	Y≥16	Y≥16	Y≥16	Y≥16	Y	Y
Changes in relationship status	Y≥16	Y≥16	Y≥16	Y≥16	Y	Y
Y's and partner's behavior toward each other (questions vary)	Y≥16			Y≥16	Y	Y
B. Fertility and children						
Number, sex, and ages of biological children	S,Y	Y	Y	Y	Y	Y
Number, sex, and ages of adopted children ⁴	S,Y	Y	Y	Y	Y	Y
Number and outcome of pregnancies not ending in live births	Y≥14	Y≥14	Y	Y	Y	Y
Current residence of live biological or adopted children ⁴	Y	Y	Y	Y	Y	Y
Y has legal responsibility for or custody of biological or adopted child ⁴	Y	Y	Y	Y	Y	Y
Male youths: has Y gotten someone pregnant, number, outcome		Y	Y	Y	Y	Y
Male youths: quality of relationship with child's mother				Y	Y	Y
Female youths: quality of relationship with child's father					Y	Y
Male youths: current economic status of child's mother, amount of informal child support				Y	Y	Y

⁴ In round 1, information on adopted children was collected only if such children were reported on the household or nonresident rosters; otherwise, an age filter made these questions impossible to reach. In rounds 2 through 4, these questions were asked only of respondents who reported an adopted child on the household or nonresident roster or who were age 17 or older as of the end of the previous calendar year.

Table 2.8. Selected NLSY97 variables by survey round: Respondents ages 12 to 17 in 1997

Variable	Round 1	Round 2	Round 3	Round 4	Round 5	Round 6
Female youths: current economic status of child's father, amount of informal child support					Y	Y
Male youths: contact with resident and nonresident children				Y	Y	Y
Race, age, highest grade completed, welfare reciprocity, school enrollment, religion, and labor force status of other parent at conception (if not already collected in household roster or marriage section)	Y	Y	Y	Y	Y	Y
C. Childcare						
1. Female youths with at least one resident child under the age of 13						
Hours spent at work, at school, at training, or commuting in a typical week					Y	Y
Type of childcare					Y	Y
Hours spouse/partner cared for child					Y	
Specify relatives who care for child, location of this care					Y	
Hours spent in each type of childcare					Y	
Payment details (total amount, amount of funding from outside source)					Y	Y
Who most often dropped off and picked up child at childcare, travel time					Y	
2. Female youths with children who did not use child care						
Number of relatives living close to youth's home					Y	
These relatives able to care for child without or with pay, amount would need					Y	
Amount expect to pay or be willing to pay for outside care provider					Y	
3. Female youths without children who were born in 1983 or 1984						
Number of relatives living close to Y's home					Y	
Any relatives be able to care for child					Y	
Amount expect to pay or be willing to pay for outside care provider					Y	
VI. FAMILY BACKGROUND (age restrictions as of 12/31/1996)						
A. Parent history and current status						
Parent nationality/birthplace/date of birth	P					
Parent religious affiliation when growing up and currently	P					
Reason parent did not live with both biological parents	P					
Parents' number of siblings	P					
Type of community when parent was age 14	P					
Y's parents' parents' birth year and highest grade completed	P					
Language spoken by parent at the time of the survey	P					
Highest grade parent completed	P,S					
Number and duration of parents' previous marriages	P					
Parent employment history (dates, hours per week worked)	P					

Table 2.8. Selected NLSY97 variables by survey round: Respondents ages 12 to 17 in 1997

Variable	Round 1	Round 2	Round 3	Round 4	Round 5	Round 6
Parents' earnings in last calendar year (in rounds 1 and 2, independent youths and youths age 14 or older as of previous calendar year)	P,Y	Y,U	Y,U	Y,U	Y,U	Y
Parents' participation in and income from government program	P					
Parent income from all other sources	P	U	U	U	U	
Value of parents' IRA or prepaid tuition accounts	P					
Value of parents' assets	P					
Amount of parents' debt	P					
Parents' height and weight	P					
Parents' longstanding health problem	P					
Parent's attitude toward self	P=12-14					
Parent's attitude toward certain behaviors	P=13					
Parent's attitude toward relationship with partner	P=12-14					
B. Youth history						
Which parent(s) Y lives with and custody arrangements	P	Y	Y	Y	Y	Y
Number of residential moves away from parent						
Y has adoptive parent(s)	P	Y	Y	Y	Y	Y
Is Y legally adopted, year adoption occurred	P					
Did Y ever live with biological parent	P					
Distance from biological mother/father	S					
Date biological mother/father died	S					
Y ever in Head Start	P					
Y at childcare from birth to age 5	P					
Y's biological father legally identified by medical test, signed legal or nonlegal document	P					
C. Household environment						
Y's house conducive to studying, had computer in the past month	Y≤14	Y≤14	Y≤14	Y	Y≤13	Y
Days per week Y's family interrelates	Y≤14	Y≤14	Y≤14	Y≤14		
Days per week Y's family completes housework	Y≤14					
Days per week Y hears gunshots in the neighborhood	Y≤14					
Y was victim of crime before age 12	Y					
Y was victim of crime between ages 12 and 18 (if not already answered) (age restrictions as of end of previous calendar year)		Y≥18	Y≥18	Y≥18	Y≥18	Y≥18
Specific traumatic events (past 5 years)						Y
D. Household information						
Relationship of other household occupants to Y	S	Y	Y	Y	Y	Y
Relationship of nonresident relatives to Y	S					
Household occupants' demographics (age, sex, race, ethnicity, marital status)	S	Y	Y	Y	Y	Y

Table 2.8. Selected NLSY97 variables by survey round: Respondents ages 12 to 17 in 1997

Variable	Round 1	Round 2	Round 3	Round 4	Round 5	Round 6
Nonresident demographics (age, sex, race, ethnicity, marital status)	S					
Current labor force status: household occupants age 16 and older	S	Y	Y	Y	Y	Y
Employment status in 1996: nonresident spouse, biological or adoptive parent	S					
Current or most recent occupation, weeks worked in past year: household occupants age 16 and older	S					
Current enrollment status, highest degree and grade completed: household occupants	S	Y	Y	Y	Y	Y
Highest grade completed: nonresidents	S					
Income received, all sources: household occupants age 14 and older (independent youths)	P,Y	Y	Y	Y	Y	Y
Type of dwelling	S	Y	Y	Y	Y	Y
VII. EXPECTATIONS (age restrictions as of 12/31/96)						
Situations parent expects Y to be in during next year, by age 20, and by age 30	P≥15					
Situations Y expects to be in during next year, by age 20, and by age 30 in round 1; by next year and in 5 years for round 4; various times in round 5	Y≥15			Y	Y	
VIII. ATTITUDES, BEHAVIORS, AND TIME USE						
A. Attitudes (age restrictions as of 12/31/96)						
Y's perception of teachers, school discipline, school safety	Y					
Percent of peers Y believes participate in various activities	Y					
Percent of peers Y believes have had sexual intercourse	Y≥15					
Y's contact with absent parent	Y	Y	Y	Y<14	Y<14	Y<13
Y's opinion of parent's supportiveness, permissiveness	Y	Y	Y	Y		Y
Y's opinion of resident/biological mother, resident/biological father	Y=12-14	Y=12-14	Y=12-14		Y	
Belief about parent's knowledge of Y's activities	Y=12-14	Y=12-14	Y=12-14	Y=12-14	Y	
Frequency of contact between Y's parents, level of friendliness and hostility	Y=12-14	Y=12,13	Y=12,13	Y=12-14		Y
Y's opinion of parents' relationship behaviors	Y=12-14	Y=12-14	Y=12-14	Y=12-14	Y=12-14	Y<13
How much say Y has in making rules	P,Y=12,13	Y=12,13	Y=12,13	Y=12,13	Y=12,13	
Y's communication with and advice from parent figures				Y	Y	Y≥13
Whom Y would turn to for help with a problem	Y≤14	Y≤14	Y≤14	Y		Y
Religious identification and attendance (questions vary)	Y			Y	Y	Y
Y's perception of criminal justice system	Y	Y	Y	Y	Y	Y
Y's perception of own personality traits						Y≤14
Series about Y's best friend						Y
B. Behaviors (age restrictions as of previous calendar year—12/31/96 in round 1, 12/31/97 in round 2, and so forth)						
Dating: Age first dated, frequency of dating, number of people dated	Y	Y	Y	Y	Y	
More detailed dating series about most recent partner						Y

Table 2.8. Selected NLSY97 variables by survey round: Respondents ages 12 to 17 in 1997

Variable	Round 1	Round 2	Round 3	Round 4	Round 5	Round 6
Age first had sexual intercourse	Y \geq 14	Y \geq 14	Y	Y	Y	Y
Number of sexual partners	Y \geq 14	Y \geq 14	Y	Y	Y	Y
Characteristics of first and most recent sexual partner or experience				Y	Y	Y
Risky sexual behaviors				Y	Y	Y
Type and use of birth control (condom use, other)	Y \geq 14	Y \geq 14	Y	Y	Y	Y
Amount of cigarettes/alcohol/marijuana in past month	Y	Y	Y	Y	Y	Y
Age of first cigarette/alcohol/marijuana use	Y	Y	Y	Y	Y	Y
Age first used/frequency of use of other drugs such as cocaine, crack, heroin		Y	Y	Y	Y	Y
Age first time/number of times ever ran away (age restriction as of last interview date)	Y	Y \leq 16	Y \leq 16	Y \leq 16	Y \leq 16	Y \leq 16
Age Y first carried a handgun	Y	Y	Y	Y	Y	Y
Y carried a handgun to school in last month	Y	Y	Y	Y	Y	Y
Age Y joined a gang	Y	Y	Y	Y	Y	Y
Type of crimes Y committed	Y	Y	Y	Y	Y	Y
Age when Y committed crime first time	Y					
Number of crimes committed in the previous year or since last interview	Y	Y	Y	Y	Y	Y
Amount from selling illegal drugs or merchandise	Y	Y	Y	Y	Y	Y
Number of times Y arrested	Y	Y	Y	Y	Y	Y
Date of Y's first or most recent arrest	Y	Y ⁵	Y ⁵	Y ⁵	Y ⁵	Y ⁵
Offense charged with for each arrest	Y	Y	Y	Y	Y	Y
Y convicted or pled guilty for each arrest	Y	Y	Y	Y	Y	Y
Facility, duration of sentence	Y	Y	Y	Y	Y	Y
C. Time use (age restrictions as of 12/31/96)						
Time spent on homework (weekends/weekdays)	Y=12-14					
Time in extra classes, reading, watching TV (weekends/weekdays)	Y=12-14					
Time Y usually gets up (not enrolled or employed youths)	Y \geq 16	Y \geq 15	Y \geq 15			
Place Y goes to on a regular basis, time goes and returns (not enrolled or employed)	Y \geq 16	Y \geq 15	Y \geq 15			
IX. HEALTH (age restrictions as of 12/31/96)						
Y's general health	Y,P	Y	Y	Y	Y	Y
Mental health in past month (series)				Y		Y
Y practices health-related behaviors (details vary)	Y=13					Y
Y's opinion on effects of smoking or drinking	Y=13					
Y's height and weight	Y	Y	Y	Y	Y	Y
Y's perception about weight	Y	Y	Y	Y	Y	Y

⁵ First commission of a crime and first arrest information were collected in a later round only if not available from a previous round.

Table 2.8. Selected NLSY97 variables by survey round: Respondents ages 12 to 17 in 1997

Variable	Round 1	Round 2	Round 3	Round 4	Round 5	Round 6
Y's health insurance coverage	Y,P					Y
Y diagnosed with chronic health condition	P					Y
Age first noticed health condition	P					Y
Health condition limits school or work activities	P					Y
Visits to doctor in past 12 months						Y
Knowledge of pregnancy and birth control	Y=13					
Has Y entered puberty and age at onset	Y	Y	Y	Y	Y	Y
X. ENVIRONMENTAL VARIABLES (in main data set)						
Dates of residential moves to new State/city/county (since last interview)		Y	Y	Y	Y	Y
Collapsed unemployment rate for local labor market	Y	Y	Y	Y	Y	Y
Current residence urban or rural	Y	Y	Y	Y	Y	Y
Current residence in MSA	Y	Y	Y	Y	Y	Y
Region of residence	Y	Y	Y	Y	Y	Y